youngstar
Wisconsin's Child Care Quality Rating and Improvement System

Quality Indicator Point Detail
2015
Track 3 – School-Age Care[1]

Quality Rating and Improvement System Overall Model

★★★★★
33-40 points

★★★★
23-32 points

★★★
11-22 points

★★
0-10 Points

★
Out of Regulatory Compliance
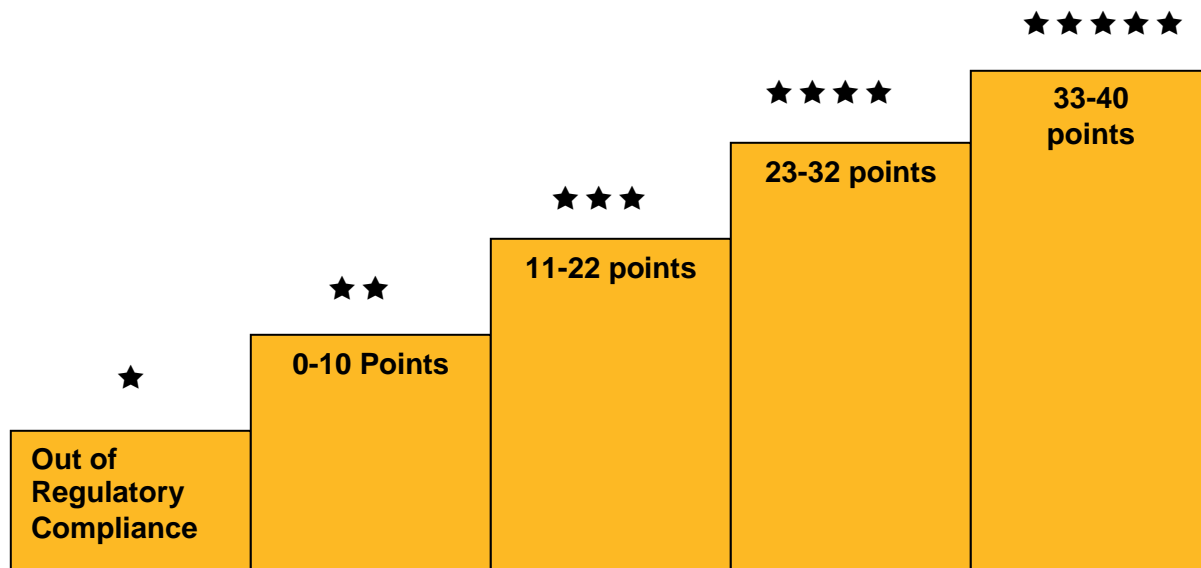
Programs not in regulatory compliance will not be able to earn points in YoungStar until coming into compliance with licensing and certification.

It is imperative that Wisconsin improve the quality of child care. YoungStar assists Wisconsin school-age programs to improve their quality leading to a critically important result of improving outcomes for children. YoungStar is based on research and other states' experiences to establish criteria that are: research-based, objective, and verifiable on a regular basis.

This document describes the categories for earning points in YoungStar. Each program can earn up to forty points across four categories – education, learning environment and curriculum; professional and business practices; and health and wellness. In general, when the word "staff" is used, it means Group Leaders and the Site Supervisors/Coordinators/Directors/Administrators. There are required points in each of the categories as well as additional optional points programs may accumulate.

The following chart shows the overall categories and the points possible in each.

Category for Earning Points	Possible Points
Group Leader Qualifications	0-6
Site Supervisor/Coordinator/Director/Administrator Qualifications	0-9
Learning Environment and Curriculum	0-13
Business and Professional Practices	0-7
Health and Wellness	0-5
Total	**0-40 points**

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[1] This track includes stand-alone school programs operating under the public school exemption and certified school-age programs.

Accreditation: Alternative Path to Four or Five Stars

YoungStar offers an alternate path to a 4 Star or 5 Star rating for accredited school-age providers. Accreditations of the National Accreditation Commission (NAC) and the City of Madison are accepted as equivalent to a 5 Star rating. The accreditation through the Council on Accreditation (COA) is equivalent to a 4 Star rating however, if the program met 5 Star credit-based education standards (for Group Leaders and the Site Supervisor/Coordinator/Director/Administrator), the program could qualify for a 5 Star rating.

If a program is accredited by NECPA AND the program meets the educational requirements of a 4 Star program in their respective YoungStar rating track, that program would be eligible for a 4 Star rating. If a program is accredited by NECPA AND the program meets the educational requirements of a 5 Star program in their respective YoungStar rating track, that program would be eligible for a 5 Star rating.

The rationale for accepting these accreditations as equivalent to 4 Star or 5 Star ratings is that the standards used in these accreditations are nationally recognized as linked to quality and each accreditation requires observations and verification of similar characteristics laid out in YoungStar.

A) Education and Training of Staff (Maximum Points = 15)

Staff education is considered one of the most consistent predictors of quality in a school-age setting. Staff education qualifications will be entered into an Organizational Profile within The Wisconsin Registry. The Registry is Wisconsin's Recognition System for the Childhood Care and Education Profession. The Registry verifies educational qualifications using credit-based instruction transcripts. All training is quantified by core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) or CDA content areas as defined by the Council for Professional Recognition. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families have been met.

Group Leader: Group Leader has the responsibilities that include supervision and guidance of a group of children in the program under the direction of a Site Supervisor/Coordinator/Director/Administrator. Group Leader will assist in daily planning and implementing of activities, communication with families, and relations with the community.

Site Supervisor/Coordinator/Director/Administrator: Research has demonstrated the critical role of the Site Supervisor/Coordinator/Director/Administrator in all centers. They are responsible for the recruitment, hiring, and guidance of teaching staff, and – when necessary – for firing or dismissal of staff. Research shows that programs with well-qualified Site Supervisors/Coordinators/Directors/Administrators demonstrate higher quality. This category recognizes a variety of ways to earn points by meeting higher levels of Site Supervisor/Coordinator/ Director/Administrator qualifications.

Full-time vs. Part-time
YoungStar recognizes that some school-age care programs have different operating schedules based on the time of year. For all of the measures within this document, the quantities shall be pro-rated based upon the average number of hours per day or per week a program is open using a definition of full-time as an 8-hour day and a 40-hour week. For example, if a quality indicator asks a program to provide 60 minutes of physical activity per day, the part-time program operating 4 hours per day would be asked to provide 30 minutes of physical activity. If the operating hours vary during the week, a Consultant/Rating Observer will use the average number of hours per day to award points for items like this.

For the purposes of YoungStar, the definition of a full-time employee is a Group Leader or Site Supervisor who works an average of 40 hours per week for 6 months of the year or more. So, if the program is open for 3 months (one-fourth) of the year and the program wants to earn credit for the Quality Indicator C.4.3 which requires 18 paid days off per year for full-time staff, the program would have to demonstrate that they give full-time staff 4.5 days off per year.

Staffing of School-Age Child Care Programs:
Note: If a site is not licensed or certified, the enrollment of the program will be used instead of the license capacity.

A person can only be associated in The Registry's Program Profile with one program at a time. This means a person who has responsibilities for more than one program must choose on Program Profile with which to be affiliated. Every classroom that is open at least 25% of the time (up to 40 hours) that the program accepts children must be listed on the Program Profile. A classroom/group must be a Program Profile to be eligible for a Formal Rating.

A. For YoungStar, [2] the maximum ratios of staff to children and the size of a "group" will be based upon licensing rules governing these areas. See Appendix C for this information.

B. In this document, Site Supervisor/Coordinator/Director/Administrator has been shortened to "Site Supervisor" in some instances. If the word "Site Supervisor" is written, it refers to the person serving in any of the Site Supervisor/ Coordinator/Director/Administrator positions.

C. For YoungStar, the person who is designated as the Site Supervisor shall be on-site for at least 25% of the total number of hours they work per week for the program and shall have the following responsibilities:
   1. Supervision of the planning and implementation of the programming for children
   2. Supervision of the staff at the site
   3. Staff meetings and orientation
   4. Continuing education for the staff

D. The person serving as the Site Supervisor may step in to help out with Group Leader responsibilities if a staff member is ill, during staff break/meal times, when special programming or activities require more adults to be in the room or for emergencies.

Variations—The following variations to rule C will be allowed:[3]
- **Centralized administration (for programs with multiple sites):** if the program is administrated outside the site, the program may ask for a variation from the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed above) must be performed by a person who is on-site at the site for at least 25% of the total number of hours they work for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

   In these cases, the program has two options:

   o Option 1: List a person from the administrative office who is responsible for 3 and/or 4 as the Site Supervisor.

   o Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Site Supervisor. **If the program wants to choose this option and the person listed as the Site Supervisor is also a Group Leader, the rules for Dual-Role (below) must be followed.**

- **Dual-role:** school-age sites licensed for 50 or fewer children may, in the following limited circumstances, have a Site Supervisor who also is listed as a Group Leader in the Program Profile:

   o To be eligible to earn 3 Stars: The person in the dual-role has 25% of the time the program is open[4] devoted to the responsibilities of the Site Supervisor **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Site Supervisor must also meet the educational qualifications for a 3 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Site Supervisor role for 10 hours per week.

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[2] Licensing requirements regarding the role of the Director are different from YoungStar. Licensing is meant to be a base level for health and safety and YoungStar is meant to be a step higher toward quality. So, while a program may be following licensing requirements for the role of a Director, the requirements outlined in this document will be used for YoungStar.

[3] In either of these cases, the following rule still applies: A person can only be associated in The Registry's organizational profile with one program at a time. This means a person who has responsibilities for more than one program must choose one Program Profile with which to be affiliated.

[4] "The time the program is open" means the number of hours the program accepts children for care. If a program had additional hours where staff are present but no children are in care, these hours do not count toward the time the program is open.

- To be eligible to earn 4 Stars: The person in the dual-role has 37.5% of the time the program is open devoted to the responsibilities of the Site Supervisor **AND** child to staff ratios must follow licensing requirements for licensed group centers. The dual-role Site Supervisor must also meet the educational qualifications for a 4 Star rating. For example, if the program is open 40 hours per week, the person in the dual-role would have to be in the Site Supervisor role for 15 hours per week.
- To be eligible to earn 5 Stars: A full-time dedicated Site Supervisor must be in place, who meets the educational qualifications for a 5 Star rating.

Verification of the variations to rule C: To verify this indicator, the program may be asked to provide schedules, pay stubs, timesheets, job descriptions, employee handbooks and/or employment policy and procedure documentation.

Professional Development Opportunities: Information about early care and education and school-age education credit-based course offerings can be accessed by contacting the individual institution of higher education directly, or by contacting a Professional Development or T.E.A.C.H. Early Childhood® Wisconsin Scholarship Counselor at the Wisconsin Early Childhood Association (WECA). Credit for prior learning experience may be offered through individual institutions of higher education. Further information related to The Registry Career Levels, professional development opportunities, and credit for prior learning experience is available in the appendix of this document.

In the following two charts for Group Leaders, Site Supervisor/Coordinator/Director/Administrator, points are not cumulative. For each staff qualification chart, a program receives credit for the highest level achieved looking at the Group Leaders' combined education and the Site Supervisor/Coordinator/Director/Administrator's education. If a Site Supervisor or Group Leader's Registry Level falls in between two point levels, they will be awarded the points for the lower of the two levels. For example, if Group Leaders for 100% of the classrooms are at Registry Level 8, the program would receive 3 points because the Registry Levels are higher than the requirement at the 3 point level but they did not meet the requirement at the 4 point level. Additionally, for example, if a Site Supervisor is at Registry Level 10 but did not have the additional 6 credits in supervision/personnel management, the program would receive 2 points because the Registry Level is higher than the requirement at the 2 point level but did not meet the requirement at the 3 point level.

NOTE: Any time an Associate's degree is referenced in this document, 60 credits beyond high school would be accepted as equivalent to the Associate's degree.

A.1) Group Leader Qualifications

Quality Indicators –Staff Qualifications	Verification	Points Awarded
Group Leaders with 6 related credits for 25% of groups	Registry Level 7	**1**
Group Leaders with 6 related credits for 50% of groups - *Required for 3 Stars*	Registry Level 7	**2**
Group Leaders with 6 related credits for 100% of groups – *Required for 4 Stars*	Registry Level 7	**3**
Group Leaders with 18 related credits beyond high school for 50% of groups, all others Group Leaders with 6 related credits – *Required for 5 Stars*	Registry Level 9	**4**
Group Leaders with any one of the following for 50% of the groups, all others Group Leaders with 6 related credits: • 24 related credits, or • Associate's degree with 30 related credits, or • Bachelor's degree with 30 related credits	Registry Level 10,11,12, 13	**5**
Group Leaders with related Bachelor's degrees for 100% of groups or Bachelor's degrees with DPI license or Master's degree or Doctorate	Registry Level 14 or higher	**6**

A.2) Site Supervisor/Coordinator/Center Director/Administrator Qualifications

Quality Indicators – Site Supervisor/Coordinator/ Director/ Administrator Qualifications	Verification	Points Awarded
Site Supervisor/Coordinator/Director/ Administrator with 18 related credits	Registry Level 9	**2**
Site Supervisor/Coordinator/Director/ Administrator with 24 related credits – 6 of those credits must be in supervision/personnel management or financial management course work *Required for 3 Stars*	Registry Level 10 + 6 credits OR Administrator Credential	**3**
Site Supervisor/Coordinator/Director/ Administrator with 36 related credits – 6 of those credits must be in supervision/personnel management or financial management	Registry Level 11 + 6 credits	**4**
Site Supervisor/Coordinator/Director/ Administrator with any one of the following: • Associate's degree with 36 related credits-- 6 of those related credits must be in supervision/ personnel management course work *Required for 4 Stars*	Registry Level 12 + 6 more credits	**5**
Site Supervisor/Coordinator/Director/ Administrator with Administrator's Credential **and** any one of the following: • Associate's degree, • Bachelor's degree (unrelated) *Required for 5 Stars*	Registry Level 13	**7**
Site Supervisor/Coordinator/Director/ Administrator with any of the following: • Bachelor's degree (related) • Bachelor's degree (related) and DPI license, • Master's degree or Doctorate degree	Registry Level 14 or higher	**9**

B) Learning Environment and Curriculum (Maximum Points=13)

Required Minimums for 3, 4 and 5 Stars

- ▪ *Required for 3 Stars:*
  - o Program must use a provider-chosen Self Assessment tool leading to Quality Improvement Plan.
- ▪ *Required for 4 Stars*
  - o Program must achieve an ***average*** Environment Rating Scale (ERS) score of 4 as observed and verified with the School-Age Care Environment Rating Scale (SACERS).
- ▪ *Required for 5 Stars*
  - o Program must achieve an ***average*** Environment Rating Scale (ERS) score of 5 as observed and verified with the School-Age Care Environment Rating Scale (SACERS).

B.1.1, B.4.1-2) Required Minimums

Criteria	Rationale	Verification	Points Awarded
B.1.1) Self Assessment of program is performed– *Required for 3 Stars*	Program has demonstrated effort to assess key elements of the program and has developed a plan to improve in areas identified	Review of self-assessment by Observation Rater	1

B.4.1) School-Age Environment Rating Scale (SACERS) average score of 4 – *Required for 4 Stars*	Research-based tool linked to demonstrating high quality in key areas of school-age environments.	Conducted and recorded by Observation Rater	3
B.4.2) School-Age Environment Rating Scale average score of 5 - *Required for 5 Stars*			4

Optional Points

B.1.2-3) Quality Improvement Plan – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.1.2) Quality Improvement Plan that is informed by the self-assessment is developed in accordance with authentic quality improvement tool	Research-based instrument has been utilized to ensure that quality improvement plan covers key areas tied to quality.	Review of Quality Improvement Plan by Observation Rater/ Technical Consultant	1
B.1.3) Quality Improvement plan verified by outside independent entity OR at least two additional hours of time spent working with a PDAS-approved Technical Consultant or Master Trainer on an item from a program's Quality Improvement Plan	Independent verification of efforts to improve quality provides greater assurance of tool efficacy.	Review by Observation Rater/Technical Consultant	1

B.2.1-2) Wisconsin Afterschool Network School-Age Curricular Framework – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.2.1) At least 50% of Group Leaders have received training in the Wisconsin Afterschool Network (WAN) School-Age Curricular Framework **OR** All Group Leaders have received training in WAN School-Age Curricular Framework	Group Leaders can demonstrate they have been trained in developmentally appropriate practice techniques	Registry verified	1 point if 50% of Group Leaders meet Indicator, 2 points if 100% of Group Leaders meet Indicator
B.2.2) Curriculum aligned with Wisconsin Afterschool Network School-Age Curricular Framework	National Afterschool Association School-Age Curricular Framework has been designed as a useful tool to improve practices in school-age settings. They establish a connection between developmentally appropriate practice and school-age settings in key areas. Research ties appropriate implementation of developmentally appropriate practice to higher quality.	Reviewed by Observation Rater/Technical Consultant	1

B.3.1-3) Child Outcomes – Optional Points

Criteria	Rationale	Verification	Points Awarded
B.3.1) Program uses individual child portfolios	Information on individual children is documented and updated to provide appropriate planning for activities.	Review by Observation Rater/Technical Consultant	1
B.3.2) Group Leader uses intentional planning to improve child outcomes. This includes the use of an individual child assessment tool.	Group Leader uses information about individual children to develop appropriate lesson plans to build individual strengths.		1
B.3.3) Individual outcomes tracked **Note:** this point cannot be earned if center does not earn point for Indicators B.3.1 and B.3.2 AND they cannot earn this point in the first year if they have not already started tracking child outcomes	It is important to demonstrate that teacher training and child interactions improve children's individual outcomes.		1

C) Business and Professional Practices (Maximum Points = 7)

Required Minimums for 2, 3, 4 and 5 Stars
- *Required for 2 Stars:*
  - Program signs a YoungStar Contract and is willing to enroll children who receive Wisconsin Shares subsidies
- *Required for 3 Stars:*
  - Program has an ongoing yearly budget, completes accurate taxes and demonstrates sound recordkeeping practices
- *Required for 4 Stars:*
  - Program has employment policies and procedures in writing
- *Required for 5 Stars:*
  - Program uses Model Work Standards

C.2.1-3) Required Minimums

Criteria	Rationale	Verification	Points Awarded
C.2.1) Program demonstrates all of the following: ongoing annual line-item budget; budget review; record-keeping practices; and accurate and timely completion of taxes *Required for 3 Stars*	Research links effective professional and business practices to high quality learning environments that support nurturing interaction between staff and children.	Review of business planning efforts by Observation Rater/Technical Consultant	1
C.2.2) Written copy of employment policies and procedures including job descriptions and hiring practices, personnel policies, salary/benefit schedules, evaluation procedures, staff disciplinary policies, grievance procedures, program policies and staff expectations is provided. *Required for 4 Stars*			1
C.2.3) Business offers evidence of using Model Work Standards for			1

administration of business including hiring, staffing and business planning. Must be site/location specific. - *Required for 5 Stars*			

Optional Points

C.3.1-5) Professional Development – Optional Points

Criteria	Rationale	Verification	Points Awarded
C.3.1) Annual staff evaluation plan includes professional development goal-setting. C.3.2) Access to professional development funding to cover the costs Associated with the completion of selected training opportunities that meet the goals of the individual staff person's professional development plan, including access to T.E.A.C.H. Scholarships for credit based instruction. C.3.3) Access to professional resource materials available on-site (ex. books, magazines, or other materials on child development).	Professional development on an ongoing basis is linked to higher quality care including staff assessment, access to professional development are linked to higher quality care. Staff access to professional development materials will increase their capacity to provide high quality program.	Review of records by Observation Rater/Technical Consultant. Benefits are verified as either currently available or that they have been available in the last year.	If two or more of the following practices are verified, center receives one point
C.3.4) Site Supervisor/Coordinator/ Director/Administrator active membership in a professional association focused on school-age care	Professional connections with colleagues in the field can be an important source of information and support for child care providers		
C.3.5) 75 percent or higher retention rate of well educated (Associate's Degree or higher) Site Supervisor/Coordinator/ Director/Administrator over three-year period.	Consistent staffing in early care settings is linked to higher quality.		

C.4.1-4) Staff Benefits – Optional Points

Criteria	Rationale	Verification	Points
C.4.1) Access to health insurance provided to staff, with employer contribution of 25 percent or higher for full time staff.	Staff benefits are also linked to higher quality programs including staff assessment, access to professional development are linked to higher quality care. Benefits are also linked to longevity and less turnover.	Reviewed by Observation Rater/Technical Consultant	If two or more practices are verified, program receives one point
C.4.2) Access to a pension/retirement plan with employer contribution for full time staff.			
C.4.3) Site Supervisor/Coordinator/ Director/Administrator has paid time off equivalent to 18 or more days annually to be used in a combination of holiday pay and/or person days or sick days for full time staff. Time off is prorated for part time staff.			

Criteria			
C.4.4) All-staff meeting once per month, 2 hours paid planning time per week for Site Supervisor/Coordinators			

C.5.1-6) Parent/Family Involvement – Optional Points

Criteria	Rationale	Verification	Points
C.5.1) Program has **all** of the following: • A written description of the program's philosophy is available to all families; AND • materials and resources are available in a process or communication style that meets the needs of families; AND • orientation opportunities are available to all families prior to enrollment; AND • parents are encouraged to observe program	Strong parental involvement is linked to higher quality.	Reviewed by Observation Rater/Technical Consultant	If two practices are verified, program receives one point; Or, If three or more practices are verified, program receives two points.
C.5.2) Families have an opportunity to provide input on program policies and procedures; advisory committee/parent board membership opportunities are available.			
C.5.3) Parent conferences are held at least annually and more often if needed to discuss children's progress.			
C.5.4) Frequent, regular, on-going communication between staff, families and schools that conveys trust and respect, and helps ensure smooth transitions from home to program or one program to another, from school to program and program to school; communications occurs through multiple means such as face-to-face, written notes, phone calls, e-mails and newsletter updates.			
C.5.5) Parent and family outreach, educational and social opportunities are available at least twice annually.			
C.5.6) Information is shared with family about children's experiences during the day, day to day schedule of program and any injuries or special events as well as changes in a child's health, or eating habits.			

D) Health and Wellness (Maximum Points = 5)

Required Minimums for 3, 4 and 5 Stars
- ***Required for 3 Stars:***
  - Program serves nutritious meals

D.1.1) Required Minimums

Criteria	Rationale	Verification	Points
D.1.1) Nutritious meals or snacks	Sound nutritional practices lead to	To earn this point, programs must meet requirements 1 and 2 below:	1

| are served daily in program | establishment of healthy eating patterns and prevention of obesity in the future. | **1)** The program must EITHER
A) Participate in the Child and Adult Care Food Program (CACFP)
OR
B) Serve meals and snacks that meet CACFP guidelines as demonstrated through three months of menus. Further evidence may be required in some instances (receipts, etc.).
AND
2) The program must have policies and procedures to address children's allergies and accommodate dietary restrictions. | |

Optional Points

D.1.2-4) Health and Wellness - Optional Points

Criteria	Rationale	Verification	Points
D.1.2) Program provides at least sixty minutes of physical activity per day. Note: The sixty minutes is prorated for programs that operate for fewer than 8 hours per day.	Research shows that physical activity is a daily routine for children to promote wellness and to prevent obesity in the future.	Reviewed by Observation Rater/Technical Consultant	1
D.1.3) For 1 point 50% of Group Leaders and Site Supervisor/Coordinator/Director/Administrator have completed any one of the following five options: • 3 credits of inclusion and/or social-emotional training; • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior in School-Age Care (15 hrs.); • Tribes TLC (12 hrs.); or • Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs. For 2 points 100% of Group Leaders and Site Supervisor/Coordinator/Director/ Administrator have completed any one of the following five options: • 3 credits of inclusion and/or social-emotional training; • Positive Behavioral Intervention and Supports (PBIS) (15 hrs.); • Guiding Children's Behavior in School-Age Care (15 hrs.); • Tribes TLC (12 hrs.); or	Research consistently demonstrates that a strong social and emotional foundation is a key determinant in a child's future success Positive Behavioral Interventions and Supports, TRIBES, or Guiding Children's Behavior in School-age Programs	Registry verified	1 or 2

• Registry-verified equivalency of 15 or more hours of YoungStar-approved non-credit training on inclusive practices, serving children with disabilities, and children with special health needs.			
D.1.4) At least 50% of Group Leaders and the Site Supervisor/ Coordinator/Director/Administrator are trained in protective factors training around working with parents through the Strengthening Families Initiative. An additional equivalency that will be accepted is the Family Services Credential. OR 100% of Group Leaders and the Site Supervisor/Coordinator/Director/ Administrator have completed Department-approved Suspected Child Abuse and Neglect Mandated Reporter training or Darkness to Light training or 10-307-167 ECE: Health, Safety, and Nutrition to assist in identification, prevention and reporting of child abuse and neglect. For ratings occurring on or after January 1, 2016, YoungStar will no longer accept Department-approved Child Abuse and Neglect Prevention (CANP) training to meet the requirements of indicator D.1.4. Programs that earned a point for D.1.4 due to having 100% of Camp Counselor/Camp Director with CANP training will no longer earn that point when they are rated in the 2016 rating year unless the program has staff with qualifications to meet the other training options in indicator D.1.4. However, the Darkness to Light training will continue to be accepted.	Preventing child abuse and neglect has been linked to the Strengthening Families approach to building protective factors in children and parents. Adult staff have a critical role in ensuring that children are safe in school settings and can be important resources for families in detecting early signs of stress and are required by law to report suspected abuse and neglect. Consistent training is needed to ensure consistent standards.	Registry verified	If one of the two criteria are verified, program receives one point

Professional Development Opportunities for Credit Based Instruction:

For those interested in taking credit based college coursework in early childhood education, the most up-to-date information on options available – including both traditional and non-traditional routes (including online, weekend and evening courses, and accelerated programs) – is by contacting the institution of higher education directly. Another option is to contact a T.E.A.C.H. scholarship counselor at Wisconsin Early Childhood Association: phone 1-800-783-9322, ext. 7240 or email teach@wisconsinearlychildhood.org . You may want to inquire about scholarship eligibility as well.

To assist you, the WECA website, http://www.wisconsinearlychildhood.org/teach/index.php offers T.E.A.C.H. program information. A link at this site (Wisconsin Colleges and Universities) will take you to a map of all Wisconsin institutions of higher education; simply click on a college or university to access their website and contact information. The WECA website also houses a T.E.A.C.H. online Directory of course offerings within the Wisconsin Technical College System.

Credit for Prior Learning and Experience:

Institutions of Higher Education may offer credit for prior learning and award degree credit(s) to individuals who can demonstrate relevant skills and knowledge that they have previously acquired through non-traditional schooling, work or other life experiences. Credit for Prior Learning (CPL) can help child care teachers and child care providers ease into the higher education system. In Wisconsin, each college has its own process of evaluation established. The process requires the teacher/provider to document relevant experiences. Examples include: Training completion certificates, portfolio development that reflects work experiences and transcripts if available. T.E.A.C.H. scholarship counselors are available to help connect individuals to the early childhood program area that supports this work at each Institution of Higher Education.

YoungStar Resource Citations

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Family Child Care Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2007.

Harms, Thelma, Debby Cryer, and Richard M. Clifford. Infant/Toddler Environment Rating Scale, Revised Edition, Updated. New York: Teachers College Press, 2006.

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Harms, Thelma, Ellen Vineberg Jacobs, and Donna Romano White. School-Age Care Environment Rating Scale, New York: Teachers College Press, 1996.

Talan, Teri N. and Paula Jorde Bloom. Business Administration Scale for Family Child Care. New York: Teachers College Press, 2009.

Talan, Teri N. and Paula Jorde Bloom. Leadership and Management. New

http://www.the-registry.org/Membership/CareerLevels.aspx

The Registry

Career Levels
Last Updated 9/2014

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
		Approved Training[1]			**Non-Credit Credentials**	**Credit Based Credentials**			
Registry Membership	Verified high school diploma or GED	80 hours tiered training (any tier)	120 hours tiered training (any tier)	160 hours tiered training (40 hours must be tier 2 or 3 training)	CDA Montessori Credential[2] Family Services Credential	Mentor and Mentor-Protégé[3] (5 credits)	Family Services Credential or equivalent[4] (6-9 credits)	Registry Credentials[5] ▪ Afterschool and Youth Development ▪ Family Child Care ▪ Inclusion ▪ Infant Toddler ▪ Leadership ▪ Program Development	Registry Credentials[6] ▪ Administrator ▪ Preschool Apprenticeship Program (18 credits)
		This includes entry level course hours (effective after January 1, 2009)				**Credit Based Increments[9]**			
						6 related credits	12 related credits	18 related credits	24 related credits

Level 11	Level 12	Level 13	Level 14	Level 15	Level 16	Level 17
Early Childhood and Youth Development Degrees						
1 Year Diploma[7] Any 2 Registry Credentials	Associate's Degree	Associate's Degree + Registry Credential	Bachelor's Degree Bachelor's Degree + DPI License[8]	Bachelor's Degree + Registry Credential Bachelor's Degree + Registry Credential + DPI License[8]	Master's Degree Master's Degree + DPI License[8]	Doctorate Doctorate + DPI License[8]
Credit Based Increments[9]	**Degrees in Another Field**					
30 related credits	Bachelor's Degree Associate's Degree + 30 related credits	Bachelor's Degree + Registry Credential Bachelor's Degree + 30 related credits	Master's Degree Bachelor's Degree + 36 related credits	Doctorate Master's Degree + Registry Credential	Master's Degree + 36 related credits	Doctorate + 36 related credits

[1]Approved Training is training awarded a specific tier as approved by The Registry and taught by a Registry approved trainer.

[2]Montessori Credential accredited by MACTE only. Other out-of-state Credentials submitted will be evaluated on an individual basis.

[3]Must be taken in the role of Mentor.

[4]Equivalent is the 9-12 credit technical diploma from Northeast Wisconsin Technical College.

[5]Each individual Registry Credential eligible for Level 9 is comprised of 4 specific courses (12 total credits) per Credential.

[6]Each individual Registry Credential eligible for Level 10 is comprised of 6 specific courses (18 total credits) per Credential.

[7]One-year diploma comprised of specific coursework from WTCS totaling 24 or more credits. Other out-of-state Credentials submitted will be evaluated on an individual basis.

[8]DPI licenses recognized are for Professional Educator license type. Substitute teacher and/or instructional aide are not eligible.

[9]Credits calculated as semester credits.